

D. LANGUAGE

<p>Content Standard: Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.</p> <p>Rationale: The essential basis of English language arts is language. Language exists in many variations, and the ability to use it well is frequently a source of power, respect, and financial success. However, if students are unaware of how language works, they may be unable to use it effectively.</p>			
Performance Standards: By the end of grade four students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
<p>D.4.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication[1]</p> <ul style="list-style-type: none"> consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words identify common figures of speech and use them appropriately 	<p>1. Increase usage of vocabulary, phrases, and idioms in daily conversation and school environment[1]</p>	<p>1.a. Create a picture dictionary, and add to it weekly(1)</p> <p>1.b. Develop an ongoing word list with simple definitions of encountered academic words(1)</p> <p>1.c. Write and perform simple dialogue(s) of routine activities (e.g., getting ready for school)(2)</p>	
<p>D.4.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English[2]</p> <ul style="list-style-type: none"> identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring 	<p>1. Identify specific ways in which oral and written language vary across personal situations [2]</p> <p>2. Understand differences in language use and dialects across cultures, ethnic groups, geographic regions, and social roles[2]</p>	<p>1.a. Write notes, invitations, and thank you cards, within the school and community at large(2)</p> <p>1.b. Roleplay various situations (e.g., a typical day and celebrations)(2)</p> <p>2.a. Compare and contrast the use of language by viewing news programs from different channel sources, novels, music, and newsprint(2)</p> <p>2.b. Evaluate and interpret various language uses across various multimedia (e.g., musical videos, television, and video</p>	

<p>situations</p> <ul style="list-style-type: none"> describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments 		games)(3)	
Performance Standards: By the end of grade eight students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
<p>D.8.1. Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication[1]</p> <ul style="list-style-type: none"> consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade 	<p>1. Use pictures and context clues to decode unknown words[2]</p> <p>2. Listen to and/or read a story's title [1]</p> <p>3. Use a variety of resources to increase and develop vocabulary words, phrases, and idioms [2]</p> <p>4. Recognize and show examples of figurative language (e.g., similes, metaphors, and personification)[2]</p>	<p>1.a. Match pictures to words(1)</p> <p>1.b. Read to the end of a sentence and then go back to decode an unknown word(1)</p> <p>1.c. Create word webs(2)</p> <p>2. Predict the storyline based on the title and pictures on a book's cover (2)</p> <p>3.a. Use references (e.g., bilingual dictionaries, thesauruses, and dictionaries) to create an ongoing notebook of words within the classroom's print-rich environment (1)</p> <p>4.a. Find and show examples of figurative language in self-selected readings(2)</p>	
<p>D.8.2. Recognize and interpret various uses and adaptations of language in social, cultural,</p>	<p>1. Identify specific ways in which oral and written language vary across personal situations [3]</p>	<p>1.a. Identify written and spoken phrases, using familiar materials by intent or purpose (e.g., to share information vs. sell a car)(3)</p>	

<p>regional, and professional situations, and learn to be flexible and responsible in their use of English[2]</p> <ul style="list-style-type: none"> describe how American English is used in various public and private contexts, such as school, home, and work make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon 	<p>2. Understand differences in language use and dialects across cultures, ethnic groups, geographic regions, and social roles[3]</p>	<p>1.b. Roleplay various situations (e.g., a typical day and celebrations)(2)</p> <p>2.a. Compare and contrast the use of language by viewing news programs from different channel sources, novels, music, and newsprint(3)</p> <p>2.b. Evaluate and interpret various language uses across various multimedia (e.g., musical videos, television, and video games)(3)</p>	
<i>Performance Standards: By the end of grade twelve students will:</i>	<i>Sample Alternate Performance Indicators: (1-3 per standard)</i>	<i>Sample Performance Activities/Tasks: (1-2 per indicator)</i>	<i>Sources of Data</i>
<p>D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication</p> <ul style="list-style-type: none"> examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language evaluate the effects of different types of language, 	<p>1. Develop and increase knowledge of the origins and usage of words borrowed from other languages</p>	<p>1.a. Select new words and identify word meanings and origins to present to the class and display in the class dictionary</p>	

<p>such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain</p> <ul style="list-style-type: none"> • use language appropriate to the background, knowledge, and age of an audience • recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work 			
<p>D.12.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English</p> <ul style="list-style-type: none"> • evaluate the use of standard American English in public contexts, such as school and work • evaluate the choice of words, expressions, and style considering the purpose and context of a communication • analyze and explain how immediate context and broader social, cultural, regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact • draw inferences about values, attitudes, and points 	<p>1. Identify specific ways in which oral and written language vary across personal situations</p> <p>2. Understand differences in language use and dialects across cultures, ethnic groups, geographic regions, and social roles</p>	<p>1.a. Write notes, invitations, and thank you cards within the school and community at large</p> <p>1.b. Give examples of different uses of language (e.g., how to talk to parents vs. teachers vs. friends)</p> <p>1.c. Roleplay various situations (e.g., a typical day and celebrations)</p> <p>2.a. Compare and contrast the use of language by viewing news programs from different channel sources, novels, music, newsprint</p> <p>2.b. Evaluate and interpret various language uses across various multimedia (e.g., musical videos, television, and video games)</p>	

<p>of view by analyzing a writer's or speaker's use of English</p> <ul style="list-style-type: none">• compare form, meaning, and value of different symbol systems -- such as alphabets, signs, symbols -- and of expressions commonly used in another language			
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